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ABSTRACT

This report evaluates Moving Ahead, an ESEA Title I project conducted in and by the Salem Public Schools (Massachusetts) from July 6 through August 14, 1970. The project focused on seven activity areas: modern mathematics and language arts curricula, psychological services, perceptual motor training, physical education, creativity, speech, and health. The Essex County Educational Evaluation Council monitored instruction to determine its quality; determined the extent to which each of the program components met its stated objectives; assessed the attitudes of parents, teachers, and students toward the program; and determined the degree of success of the program's organization, leadership, budget implementations, and other administrative facets. The main body of the report presents in sequence the evaluation results of the various program components. A related document is EA 003 713. (Author/JF)

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EVALUATION of PROJECT MOVING AHEAD TITLE I PROJECT SALEM PUBLIC SCHOOLS SUMMER 1970

EA 003 715

PREPARED BY

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EVALUATION

of

Project Moving Ahead
project number 70-258-203

a Summer Title I Program

conducted by the

Salem Public Schools
Salem, Massachusetts

July 6, 1970 -- August 14, 1970

evaluation conducted by

Essex County Educational Evaluation Council
Salem, Massachusetts

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INTRODUCTION

This report presents an evaluation of Project Moving Ahead, an E.S.E.A. Title Project conducted in and by the Salem Public Schools, Salem, Massachusetts, from July 6, 1970 through August 14, 1970.

The evaluation services of the Essex County Educational Evaluation Council were engaged by the Salem Public Schools for the following purposes:

1. To monitor instruction in order to determine its quality and effectiveness;

2. To determine the extent to which each of the following program components met its stated objectives:

   a. Modern Mathematics and Language Arts Curricula

   b. Psychological Services

   c. Perceptual Motor Training

   d. Physical Education

   e. Creativity

   f. Speech

   g. Health

3. To assess the attitudes of parents, teachers, and students toward the program;

4. To determine the degree of success of the program's organization, leadership, budget implementations and other administrative facets.

The main body of the report presents in sequence the evaluation results of the various program components previously mentioned.

Table 1 reports general enrollment, staffing, and per pupil cost information for this summer program.

TABLE 1

Enrollment, Staff and Per Pupil
Cost Figures for Title I
Project Moving Ahead - 1970

	Item	Amount
1.	Total Number of Students	500
2.	Total Number of Staff (professional and non-professional)	134
3.	Total Number of Teachers	55
4.	Total Number of Administration	1
5.	Total Number of Teacher-aides	50
6.	Daily Hours of Operation	9 am - 1 pm (one school) 10 am - 2 pm (other school)
7.	Total Budget	$125,393.00
8.	Total Budget less permanent equipment	$125,243.00
9.	Per Pupil Cost Based on Item 7	$ 250.00
10.	Per Pupil Cost Based on Item 8	$ 250.00

The per pupil cost of 250 dollars reported in Table 1 is certainly realistic and one which clearly indicated that the Salem Public Schools were following the Title I recommendation with respect to educational expenditures on its target area students.

Also, the evaluators were convinced that the student enrollment in the Title I program was in fact properly determined from target area enrollment figures checked against the number of A.F.D.C. children living in each target area.

CURRICULA EVALUATION

In order to report properly the evaluative results of the Salem Title I efforts in Modern Mathematics and Language Arts curricula it is necessary to distinguish between separate programs offered at (1) the Bentley School, and (2) the Bowditch School.

Bentley School

At this location 17 teachers and 20 teacher aides conducted the Title I pre-kindergarten and kindergarten curricula in Modern Mathematics and Language Arts for 200 children. Their curricula included strong emphasis in reading and cultural enrichment.

The major objectives of this sub program were:

1. To learn how to learn by doing, enjoying it, and making use of all senses.

2. To learn creative self expression, prepositions, negation, opposites, classification, "if-then" reasoning and sequence.

3. To learn to recognize the letters of the alphabet and their sounds and to learn to recognize words as represented by symbols.

4. To master auditory discrimination including rhymes and substitute rhyming words.

5. To learn directionality in relation to self (right-left; up-down; in-out; etc.).

6. To learn to count to 100.

7. To order and manipulate sets through 10 and numerals through 20.

8. To recognize two and three dimensional shapes.

The general goals associated with these objectives were to help pre kindergarten children prepare for kindergarten and to help kindergarten children to prepare for the first grade. It was hoped that such curricula as offered in Project Moving Ahead would close the gap between the levels of readiness of Title I and non Title I students.

In order to measure this state of readiness, the Metropolitan Readiness Tests were administered in a pre post test situation. Tables 2 and 3 summarize the results.

TABLE 2

N, Means, Standard Deviations and t ratio for Pre-Post Metropolitan Readiness Test Results on Pre Kindergarten Students

	N	$\bar{X}$	S D	t
Pre Test (Form B)	104	23.2115	10.8446	13.437*
Post Test (Form A)	104	40.8846	16.1584	

* $p < .001$ (significant beyond .001 probability level)

TABLE 3

N, Means, Standard Deviations and
t ratio for Pre Post
Metropolitan Readiness Test Results
on Kindergarten Students

	N	$\bar{X}$	S D	t
Pre Test (Form B)	89	44.9663	12.1004	13.663*
Post Test (Form A)	88	63.6364	14.1301	

* $p < .001$ (significant beyond .001 probability level)

The t ratio of 13.437 reported in Table 2 clearly indicates that the pre kindergarten students improved most significantly in their school readiness. This t ratio implies that such a mean improvement could have happened by chance less than one time in 1000. Thus, the program was successful in increasing the readiness of these pre kindergarten children.

The results reported in Table 3 are quite similar. The reported t ratio of 13.663 indicates that the Title I kindergarten students improved significantly in their school readiness as measured by the Metropolitan Readiness Test and that such improvement in mean scores could have happened by chance less than one time in 1000.

In order to supplement the very impressive gains of these pre kindergarten and kindergarten children on

on the Metropolitan Readiness Test, the evaluators visited classrooms, talked to teachers, aides and children, and observed instruction. The subjective findings by these methods were equally as impressive as were the objective data reported in Tables 2 and 3.

The teachers were well qualified and highly motivated. It was apparent that the children enjoyed their work and found learning a pleasure. These youngsters were at all times totally involved in a learning situation that encompassed both skills and concepts and which were reinforced through physical education, creativity, and speech. The evaluators found the children's self image constantly being strengthened by a "learning-by-doing" atmosphere which resulted in wholesale increases in individual self confidence and self expression.

The program is to be congratulated for the manner in which children were able to develop mutual respect and trust by helping each other as well as being helped by their teachers and aides. The program is also to be congratulated in its excellent choice of instructional materials which enabled the stated objectives to be met.

The evaluation team concludes that the pre kinder-garten-kindergarten Modern Mathematics and Language Arts sub program was a most outstanding educational endeavor and that the academic, social and emotional

growth that each child experienced should be a source of gratification for all personnel attached to the program.

Bowditch School

The Bowditch School served as the location for 30 teachers and 30 teacher aides to conduct the Modern Mathematics and Language Arts Curricula for 300 Title I students in grades 1 through 3. As with the pre kindergarten and kindergarten program, these curricula included a large emphasis on reading and cultural enrichment.

The major objectives of the program were:

1. To enable each child to reach optimum level in reading and mathematics skills -- in view of each child's physical and psychological implications.
2. To foster positive attitudes toward learning and knowledge.
3. To develop an appreciation of citizenship.
4. To orient teachers and teacher aides to the curricula established by the coordinator to meet the above objectives.

In order to determine the extent to which the program was able to increase the reading and mathematics levels of these Title I children, alternate forms of the Stanford Achievement Test were given at the beginning and at the end of the program. The evaluators have summarized and analyzed these results in subsequent tables.

Table 4 summarizes the pre-post grade equivalents results of the Stanford Achievement Test for each grade.

TABLE 4

N, Pre and Post Grade Equivalents Scores in Mathematics and Reading on the Stanford Achievement Test

	Reading Pre	Reading Post	Math. Pre	Math. Post
Grade 1	1.485	1.727	1.490	1.865
Grade 2	2.204	2.621	2.254	2.937
Grade 3	2.799	3.109	2.833	3.395

Table 4 shows that the grade equivalents improvements range from a minimum of .24 grade equivalents in grade 3 reading to a maximum of .68 grade equivalents in grade 2 mathematics. The mean reading increase was .32 grade equivalents and the mean mathematics increase was .54 grade equivalents. These results are quite startling and impressive when one considers the fact that in six weeks a student would normally be expected to increase in reading or mathematics achievement by a factor of 0.15 grade equivalents.

Tables 5 through 7 report these results in raw score form. The evaluators chose to use raw scores in

lieu of grade equivalents in these tables so that the parametric significance tests would be able to meet the necessary assumption of "normality of score distribution."

TABLE 5

N, Means, Standard Deviations and Appropriate t Ratios for Pre and Post Raw Scores on the Stanford Achievement Test (Primary I Battery) - Grade 1

Test	N	Mean	S D	t ratio
Reading Pre test (Form X)	103	13.4951	4.8907	
Reading Post test (Form Y)	98	17.0612	6.3633	6.55*
Math Pre test (Form X)	103	24.7184	8.1751	
Math Post test (Form Y)	97	35.3093	11.4231	10.68*

* $p < .001$ (significant beyond .001 probability level)

Table 5 reports t ratios of 6.55 and 10.68, both significant beyond the .001 level of probability. The t ratios indicate that the mean increases for the Title I first graders in reading and mathematics as measured by the Stanford Achievement Test (Primary I Battery), were most significant and that such increases could have happened by chance less than one time in 1000.

TABLE 6

N, Means, Standard Deviations and
Appropriate t Ratios for Pre and Post
Raw Scores on the Stanford Achievement Test
(Primary II Battery) - Grade 2

Test	N	Mean	S D	t ratio
Reading Pre test (Form X)	103	15.6796	4.3028	9.63*
Reading Post test (Form Y)	95	21.3789	6.5219	
Math Pre test (Form X)	103	15.5243	5.1902	9.92*
Math Post test (Form Y)	95	21.6526	7.1470	

* $p < .001$ (significant beyond .001 probability level)

In Table 6 the t ratios of 9.63 and 9.92 respectively, can be interpreted as follows: second grade Title I children improved significantly in reading and mathematics, as measured by their mean scores on the Stanford Achievement Tests (Primary II Battery). and, such improvements would not happen by chance one time in 1000.

TABLE 7

N, Means, Standard Deviations and Appropriate t Ratios for Pre and Post Raw Scores on the Stanford Achievement Test (Primary II Battery) - Grade 3

Test	N	Mean	S D	t ratio
Reading Pre test (Form X)	85	23.7765	6.4038	
				4.86*
Reading Post test (Form Y)	80	26.6000	7.7616	
Math Pre test (Form X)	85	22.4823	7.4556	
				6.50*
Math Post test (Form Y)	79	26.7088	8.5036	

* $p < .001$ (significant beyond .001 probability level)

As were the cases for grades 1 and 2, it can be seen from Table 7 that likewise grade 3 children increased their mean reading and mathematics scores as measured by the Stanford Achievement Test (Primary II Battery). The t ratios of 4.86 and 6.50 were each significant beyond the .001 level of probability, indicating that interpreters can be 99.9 percent confident that such results were not due to chance.

There were nine children in the program who were classified as pupils who spoke a language other than English at home. In order to determine separately the extent to which

these children increased their reading and mathematics skills, the evaluators assessed their data independently of the other children. Table 8 summarizes these results.

TABLE 8

N, Means, Standard Deviations and Appropriate t Ratios for Pre and Post Test Raw Scores on the Stanford Achievement Test English as a Second Language Students

Test	N	Mean	S D	t ratio
Reading Pre test (Form X)	9	12.7778	3.1136	3.16**
Reading Post test (Form Y)	9	15.0000	2.1213	
Math Pre test (Form X)	9	14.8889	3.4801	5.35*
Math Post test (Form Y)	9	28.2222	6.3399	

* $p \leq .001$ (significant beyond .001 probability level)
** $p \leq .01$ (significant beyond .01 probability level)

Table 8 shows that the program also provided an excellent opportunity for these special children to increase in their reading and mathematics achievement. The reported t ratio of 3.16 indicates a significant improvement in the mean reading achievement of these English as a Second Language (ESL) children as measured by the Stanford Achievement Test, and that such mean increase could happen by chance less than

one time in 100. The reported t ratio of 5.35 indicates a significant improvement in the mean mathematics achievement of these children as measured by the Stanford and that such increase could happen by chance less than one time in 1000.

The achievement results reported in Tables 4 through 8 speak for themselves. The evaluation team has never seen such impressive academic improvement as it has in the reading and mathematics areas of Project Moving Ahead - 1970. In addition to the objective testing results, however, the evaluators were confronted with several other notable facts as they observed the instruction. These facts which are listed below certainly indicate some of the reasons for the impressive statistical results reported earlier.

1. The availability of a myriad of texts, teaching machines, devices and materials - well chosen and well used.

2. The outstanding qualifications of the teachers.

3. The cooperative spirit of the teachers and the availability of aides in the classroom which contributed to the academic, physical, social and emotional well being of all the children.

4. The availability and cooperation of Psychological Services, Health Services and the Speech Therapist.

5. The relationship of the Creativity Program to the Curricula, enabling the children to attain a high degree of self confidence in attacking new tasks.

6. The background, experience and motivation provided by the carefully selected, well organized, and well conducted outside activities (such as swimming and various field trips) which contributed significantly to the cultural and enrichment phase of the program.

As was the curricula program for kindergarten and pre kindergarten children at the Bentley School, likewise, the curricula program at the Bowditch School must be categorized by this evaluation as a unique and unequivocable success. The evaluators were impressed with the team spirit of the coordinator, teachers, aides, parents and children. This team work must be considered a most significant contribution to this success.

The one recommendation which the evaluators wish to make to the Bowditch School actually stems from this previously mentioned team work. There were at least a few occasions when a small group class would have benefited if visual separation from other groups was possible. To recommend separate classrooms for such separation would destroy the obviously successful concept of several small groups in one classroom, each with its own teacher. However, the evaluators do recommend to the Project Director for her consideration that four or five portable partitions be purchased under Title I for use at the Bowditch School. This would make available the additional possibility of secluded small classes, if and when the occasion demands, without destroying the present flexible team approach.

PSYCHOLOGICAL SERVICES

A most important segment of 1970's Project Moving Ahead was the Psychological Services provided to the children of this Title I summer program. The Project Director engaged the services of six exceptionally well qualified guidance personnel to service this program. The evaluators use the phrase "a most important segment" for two reasons. First, the quantity and quality of individual psychological assessment. counseling and psychotherapy provided by this unusually fine staff resulted in an obviously positive influence on the children of the program. And second. this program must be considered especially important due to the fact that the psychological services offered to Salem Public School children during the regular school year are at a minimum and far below what would be considered adequate.

The evaluation team feels that one needs only to scan the below list of professional services provided to gain insight into the excellence of this segment of Project Moving Ahead.

1. Group intelligence testing of the children.
2. Individual intelligence testing of those children so referred.
3. Organization and administration of the pre and post Metropolitan Readiness Test and Stanford Achievement Test.

4. Group and individual perceptual motor testing as needed.

5. Individual personality inventories as needed.

6. Planned counseling and psychotherapy on a referral basis.

7. Home visits and individual conferences with parents of Title I children.

8. Organization and leadership of parental discussion groups.

9. Appropriate referrals to community agencies (e.g. mental health clinics, medical services, social agencies etc.).

10. Organization and implementation of staff orientation meetings.

11. Organization and implementation of planned programs with other specialists (e.g. speech therapists).

12. Individual conferences with teachers.

Such facts as over 100 children received individual professional counseling during the six week program clearly indicates that more was done in the area of psychological services during this past summer than during the entire previous school year.

The evaluators conferred in length with the Project Director, the Head Psychologist, several teachers and several parents. Also, the evaluation team had opportunities to observe the efficiency and accuracy of their testing programs. In light of the evaluation findings, E.C.E.E.C. has concluded that the psychological services offered to

this program were most exemplary in nature. E.C.E.E.C. further recommends that the organization and implementation of these services be studied by future Title I projects in other Massachusetts cities in order to help establish local guidelines based on proven successes.

It is hoped and recommended that on the basis of the proven worth of such psychological services and the need for such services in Salem, the Salem School Committee would appoint <u>two</u> full time school psychologists to the staff of the Salem Public Schools at the earliest possible time.

Although to isolate certain special commendations for a sub program which was universally excellent might be misleading. none-the-less. the evaluators specially commend the staff providing the psychological services to Project Moving Ahead for the following:

1. Assisting teachers to provide a climate of sound mental health in the classroom.
2. Assisting staff members to identify both emotional and academic problems.
3. Coordinating the resources of all the specialists in order to assist the children, and supervising the administering of achievement testing.
4. Counseling children.
5. Encouraging and providing for parental involvement.
6. Conducting parent discussion groups.

7. Helping in the over-all evaluation of the program by surveying student and parental opinion.

PERCEPTUAL MOTOR TRAINING

Two most noteworthy objectives of Project Moving Ahead were:

1. To identify those children who are suspected of being perceptually handicapped by making use of a battery of motor tests.

2. To determine each child's specific motor coordination problem and prescribe the activities that will help to correct the problem.

The sub program of Project Moving Ahead which purported to accomplish these objectives was the Perceptual Motor Training program. This sub program included one specialist, one aide and 28 children.

Initially the students were screened by having been given the entire battery of motor coordination tests. including the Purdue Motor Survey and the Slosson Drawing Coordination Test. Referrals were also received and considered from teachers, parents, specialists and administration.

This Perceptual Motor Training Program did in fact accomplish its stated objectives. In addition, it accomplished other related objectives with respect to the coordination of the Perceptual Motor Training and the regular Title I classroom program. Teachers learned to associate themselves with such a training and learned how to use a child's Perceptual Motor progress report in helping that

child integrate in the classroom. Parents, likewise, learned to associate themselves with such perceptual motor training and were aware of their children's progress at all times.

The evaluators conclude that for these 28 children, their teacher and their parents, the Perceptual Motor Training sub program was indeed a success, and specially commend the sub program for:

1. The accurate screening of those children who were suspected of having motor coordination problems.

2. Providing the classroom teachers with constant and direct communication regarding the progress of each child undergoing treatment.

3. The individualized nature of the program which made it possible for each child to keep a record of his daily progress.

4. The activities and exercises that were prescribed for each pupil and developed so that they were able to be executed at home as well as in school.

5. Providing parents of these children with constantly up-to-date progress reports.

PHYSICAL EDUCATION

Perhaps one of the hidden reasons for the success of the academic program of Project Moving Ahead was that the Project provided adequate diversity for these Title I children so that academic learning did not become a drudgery. Certainly one diversity which appears to the evaluators to have been one of these hidden reasons was the Physical Education sub program of Project Moving Ahead. However, the evaluators have observed that this sub program had much more to offer the Salem Title I children than a mere diversity from the academia. It offered specific opportunities for these children to increase their physical abilities and coordination, to improve their social behavior, and to comprehend safety regulations and good health habits, as well as to have "just plain fun."

The major objectives of the Physical Education sub program were:

1. To implement a physical education curriculum which relates to the needs, age levels, capabilities and enjoyment of each child assigned to the Title I program.

2. To provide experiences through program activities which infuse singularly and collectively, elements of poise and self confidence.

3. To develop neuro-muscular coordination and motor skills.

4. To promote qualities of leadership and fellowship.

5. To allow each child to realize his own capabilities and potential.

6. To nurture a wholesome concern for desirable health habits and an awareness of sound safety practices.

At this point the evaluators will comment on two highlights of the Physical Education program--at least as far as the evaluation team is concerned. First, the Project Director established an "aquatic program" for the children. This "mini" program of the Physical Education program allowed the first, second, and third grade Title I children to participate one hour per day, two days per week, in an organized swimming program established especially for Project Moving Ahead at the Salem Y.M.C.A. Although this was a "first", one needs only to refer to the ATTITUDE section of this evaluation report (see pages 37-45) to conclude that the program was most successfully accomp hed and thoroughly enjoyed by all the youngsters. Spec l praises are to be given to the Y.M.C.A. Director, his assistant, the Aquatic Supervisor, and her aides for making this swimming program such a success.

The second highlight worthy of mention is the fact that the teachers of the program (2 teachers, 2 aides)

coordinated and supervised a series of standardized tests which allowed them to attain measures of physical achievement on each child. This is especially noteworthy in light of the fact that many physical education teachers (especially at the elementary level), less conscientious than the ones in this summer program, would not have been bothered with measuring student outcomes in this area. The program used the following AAA Tests: running high jump; pull ups; sit ups; and standing long jumps; as well as the following AAHPER Tests: rope jump; hoop run; ball toss-catch and dribble; mat rolls and bar rolls. The aquatic program also screened children on the basis of the American Red Cross Introduction Swimming Proficiency Test.

In addition to these highlights the evaluators also commend the Physical Education sub program for the following:

1. The enthusiastic reception of the program by the children.
2. An almost spontaneous and universal realization of confidence and improvement in physical abilities and coordination.
3. Giving to each child the additional setting for improving his social behavior.
4. The general improvement of the children in aquatic skills as measured by the Red Cross examination.
5. The remarkable comprehension of "safety" practices and an enviable "safety" record.

6. The general reduction of the children's superficial shyness and the general replacement of teacher trust.

7. The overall success of the Physical Education sub program.

CREATIVITY

The Creativity sub program of Project Moving Ahead comprised a large time segment of the Project. In fact, it was as important to the overall goals of the Project as were the Curricula sub programs. This Creativity component services all 500 Title I children and was staffed by 47 teachers and 50 teacher aides (including unpaid volunteers).

The major objectives of the Creativity sub program were:

1. To provide all the children with an opportunity to use their individualism and innate powers by contributing expressively and freely in problem solving through the use of art, drama, and music.

2. To teach the children the names and uses of various musical instruments.

3. To afford the children with opportunities to express themselves through simple drama and music.

4. To afford the children with opportunities to express themselves in the different media of art, including: paints, scissors, paper. clay, and wood.

5. To help the children accept and respect themselves so that they will develop a healthy self concept.

In attaining the aforementioned objectives, not only did each child profit immeasurably from the Creativity sub program, but also, other members of each pupil's family benefited since all children carried home newly

acquired attitudes and appreciations about music, art and drama.

The evaluators were constantly aware of how this sub program afforded a school atmosphere for this Title I population which was conducive to "learning while enjoying." This atmosphere thoroughly carried over from Creativity to all phases of Project Moving Ahead. The evaluators observed that it was the Creativity phase which, besides affording positive attitudes and appreciations for the arts, also afforded these children a positive attitude and appreciation for learning in all aspects of the school setting. Creativity as approached by the Project Moving Ahead staff, might very well be the sine qua non for optimum learning to occur in a Title I population. At least the success of Project Moving Ahead has certainly suggested this.

Children and parent responses to the question "What do you think about the Creativity Program?" are recorded later on in this report (see page 39). A scan of these responses will result in a concurrence with the E.C.E.E.C. evaluation team that the Creativity sub program was not only an outstanding success but also a most crucial and necessary ingredient to any learning program for educationally and economically disadvantaged youngsters.

In addition to previously mentioned comments, the

evaluation team offers these commendations:

1. The Creativity sub program played a highly significant role because, by design, it was correlated to other areas of the curricula.

2. Children learned to trust their own ideas and consequently gained much self confidence to do things differently, to try new methods in art, and to apply this mental freedom to all worthwhile endeavors.

3. The program provided opportunities for "learning by doing."

4. Although the classes were designed to be fun and to be stimulating, their value went far beyond mere enjoyment. The Creativity sub program was most successful in developing healthy attitudes toward music and the arts.

5. The program helped to create an atmosphere which fostered the children's pride and acceptance of themselves through self expression.

6. All of the children were involved in a total learning situation wherein they all enjoyed some degree of success.

SPEECH

Two well-qualified speech therapists, one each at the Bentley and Bowditch Schools, with the help of two aides. provided the speech and auditory therapy service for the children of Project Moving Ahead-1970.

The major objectives of this Speech sub program were:

1. To identify those children who have speech and/or learning problems.
2. To establish the specific procedures to be employed in dealing with the identified problems.
3. To provide remedial therapy that will result in improved (a) listening skills, (b) auditory discrimination, and (c) speaking skills, in the area of pronunciation, enunciation, pitch, volume, and rate.
4. To provide an intensive speech sound program for the non-English speaking class.
5. To foster positive attitudes toward speech and language activities.
6. To administer preventive speech therapy to those children who are still in the process of developing speech sounds.

A special evaluative note should be mentioned here concerning objective-4. Previously Table 8 had shown that the nine English as a Second Language (ESL) students had improved in reading skills at a rate significantly

higher than would be expected by chance. Since all nine of these children were also receiving special speech and auditory help, at least a portion of the credit must be awarded to the speech teachers and their special program for these children.

The evaluators observed the Speech sub program to be a well planned program with realistic objectives which were in fact carried out to the maximum degree by an extremely hard working. capable, and pleasant Speech staff.

E.C.E.E.C. specially commends the Speech sub program as follows:

1. An excellent climate of cooperation and mutual respect was established between the Speech department and the entire staff including teachers, aides, nurses and psychologists.

2. The screening procedures for identifying children in need of speech and auditory remediation were thorough and were accurately implemented.

3. The children developed an awareness of and a respect for speech as being a process which can be improved and controlled.

4. All of the children who were enrolled in the Speech sub program showed a marked improvement in the areas of their specific deficiencies.

5. Much better auditory discrimination resulted, generally in those children who were enrolled in the readiness phase of the program (kindergarten and pre-kindergarten) and who also participated in the Speech sub program.

6. The parents were given an opportunity to learn about the goals and accomplishments of the Speech sub program, and consequently, to appreciate more fully the far-reaching effects of the program.

7. The entire staff gained a much deeper insight into the area of speech and hearing; and moreover, a greater appreciation for the work of the Speech department resulted.

HEALTH

Certainly any public education program of the magnitude of Project Moving Ahead-1970 must assure the participants of concomitant health services both for the purpose of meeting emergency health needs and for the purpose of insuring an adequate health media for the optimum learning processes. Under the leadership of two school nurses, Project Moving Ahead provided Health Services which fulfilled both of these purposes.

In fact, it can be seen from the following list of Health Services' objectives that this sub program went far beyond its minimum necessary requirements.

1. To tend to the health needs of all the children by administering first aid and by insuring maximum sanitation requirements in the participating schools.
2. To make classroom visitations in order to establish good rapport with the children and to help them overcome any medical fears they might have.
3. To attain up-to-date measures of each child's height and weight.
4. To screen each child for vision and hearing defects.
5. To notify parents of any health problems.
6. To administer tuberculin testing.
7. To accompany children on field trips.

Subjectively the evaluators have established that objectives 1 and 2 were accomplished most successfully. Objectively, from current school records, the evaluators have established that objectives 3, 4, 5, 6 and 7 were thoroughly and successfully completed.

In summing, the evaluation report of the Health Services, E.C.E.E.C. points out the following commendations:

1. The Health sub program gave all children and their parents the assurance that the health needs of the pupils were being attended to.

2. The program allowed for the observation and treatment of any obvious health matters.

3. Hearing and/or vision failures received immediate and appropriate follow-up attention.

4. The availability of the nurses was conducive to the implementation of the entire Title I Program. They were invaluable resource persons to the teachers, aides, psychologists and other personnel.

5. The nurses' presence on field trips proved to be vital for the promotion of a more secure feeling among pupils and teachers.

6. The Health sub program, in general, provided for the physical well-being of all the Title I children.

ADMINISTRATIVE and ADDITIONAL REMARKS

The evaluators are firmly convinced that the administration of an education project can most efficiently be assessed by inspecting the teaching and learning that takes place. For all practical purposes, then, the administrative services have already been evaluated. Both objective evidence and subjective impressions testify to the universally outstanding quality of Project Moving Ahead-1970. Such results reflect the planning, administration and supervision of all segments of the program.

Those administrative facets of Project Moving Ahead which could not conveniently be evaluated and reported within the previous major sub program reports will be reported in this section.

In addition to a weighing of the results reported in previous pages, the evaluators have carefully reviewed all important administrative documents on file relating to the program in order to submit the following recommendations and commendations to the Project Director:

1. The financial soundness of the Program is to be commended. All expenditures and transfer of funds have been properly documented, and accurate accounts have been kept.

2. Continuous review of the status of the original Title I proposal, realistic minor changes in objectives, and budget transfers were effectively made, to meet the operational needs of the program.

3. The Project had an active and supportive Advisory Council. This council should be especially commended for the continuous on-going support it afforded to the project director when she called upon its services.

4. The project director is to be commended for instituting and maintaining excellent community relations. Maximum and effective use of school and city news media was apparent.

5. The teacher-pupil ratios were always kept at a minimum, insuring the individualized instruction recommended in Title I guidelines.

6. The choice, organization, and conduction of supplementary field trips were most commendable and these trips were certainly lessons in art, social behavior and environmental studies as well as "just plain fun."

7. The project director is to be specially commended on her tireless efforts to the Project far beyond what one would have the right to expect.

8. The leadership qualities given to the Project by the director resulted in the selection of well qualified staff members, dedicated to their work, and dedicated to their pupils.

9. The planning phase of Project Moving Ahead took many weeks of long tedious work by the project director commencing many months before the opening of the summer school. This was done without pay. Such dedicated work allowed for the success of the Project to be evident from its inception in early July, 1970. Appropriate commendations should be given to the director, and members of the administrative staff of the Salem Public Schools who supported her.

10. The plentiful readiness of both expendible supplies and non expendible audio-visual equipment is to be commended.

11. The Title I lunch programs at both participating schools were exemplary. The food at all times was nutritious in nature, and plentiful. Service was prompt and sanitation requirements were at all times met.

12. It is recommended that the project director put in writing to the Salem School Committee a recommendation that two full time school psychologists be added to the staff of the Salem Public Schools.

13. It is recommended that the project director, on the basis of the success of this year's Project, request in writing from the Title I Director, State Department of Education, special permission to exclude achievement testing from next year's summer Title I Project. The evaluators are convinced that a similar project under the same leadership will not need achievement test analyses to determine its academic worth.

14. It is recommended that the project director consider the use of the Metropolitan 70 Achievement Battery for standardized achievement testing at the elementary level during the regular school year. This battery is especially noteworthy for two reasons: (1) achievement testing at the kindergarten level is possible, and (2) modern mathematics concepts are emphasized.

15. It is recommended that the project director consider the previous evaluative comments concerning "on call" partitions for inclusion in next year's Title I budget.

16. The Title I Project has accumulated many worthwhile and proven sets of educational materials (kits etc.) which the Title I teachers have prided themselves in their uses and care. The evaluators urge the project director to recommend to the Superintendent of Schools that these materials not be allocated for general use by teachers during the regular year. Most teachers are not familiar with their proper use and care and such general use would lose these materials for further Title I projects. If in the future, those teachers who are interested in using special Title I materials were willing to spend one week during the summer observing their proper use and care (or a similar training session), the evaluators would then recommend that these teachers be allowed to use such materials during the year, but always under the control of the Title I director.

ATTITUDES

As an additional evaluation service, E.C.E.E.C. is reporting the answers to five questions which the Head Psychologist asked of parents and children at the request of the evaluators. These five questions are:

1. What do you think of the Swimming Program?
2. What do you think of the Creativity Program?
3. What is your child's attitude toward reading?
4. How does your child like the work in Modern Math?
5. What is your child's attitude toward the summer school?

The first two questions were asked of both parents and children. Questions 3, 4, and 5 were asked of parents only. A random sample of 15 parents was chosen for each question except for question-2 for which 15 parents were selected randomly from the Bowditch School and 15 from the Bentley. A random sample of 15 children was selected for question-1. and 15 children were selected from each of the two schools for question-2. The following pages quote the results.

Question 1: WHAT DO YOU THINK OF THE SWIMMING PROGRAM?
(Bowditch School)

Children's Responses:

1. It's great. I want to learn how to swim.
2. That is the best part. It is like when I went to camp for two weeks last summer.
3. The swimming is the best fun. I love to go in the water.
4. Swimming is the best thing we do - next to lunch time.
5. It is good, but I can't swim so good.
6. I don't like to take a shower, but the swimming is good.
7. Swimming is OK because you get to take the bus. I like to go there.
8. It's cool to swim.
9. Swell - much better than just school.
10. You have to bring a towel, but I guess that's OK.
11. I like it. You go to the YMCA and don't stay in school.
12. I like it the very best of all.
13. Swimming is fun - school is work.
14. We jump in and splash around. I can't swim, but I like it.
15. The fun is in the water, but I don't like the shower and you've got to do it.

Parent Responses:

1. It's good for all of them.
2. I think they do better work if you relax them that way.

3. Sure, they ought to have more of this sort of thing. It's good for them.

4. The children love it. I know it's good for them, too - so I'm glad you've got it.

5. On the playground he stands around. But in this, you really get him to participate. It's great!

6. I approve. School should teach more than reading, writing and 'rithmetic.

7. This is great. It is like sugar on the cereal. They come to school and they do their work better.

8. He never learned how to swim. This is a chance for him.

9. She did not really want to go to school this summer, but this makes it like a vacation for her.

10. I told the teacher it's good. Everyone should learn to swim. I know they should because I never learned.

11. Now, if he can swim, I won't have to be nervous when I take him to the beach.

12. Yes, it's a good thing. She is talking about it all the time.

13. Oh yes, it's good. All year my son hates school. Now he gets up early every morning and runs to get ready for summer school. It must be that you take them swimming.

14. It is all right. I don't really know much about it, but if you are doing it, I'm in favor of it.

15. Well, I never did it, even in high school. I suppose this is the best time to learn to swim.

Question 2: WHAT DO YOU THINK OF THE CREATIVITY PROGRAM?
(Bowditch School)

Children's Responses:

1. I like it very much. I get a chance to sing, do art and act.

2. It's fun! I like to work with my hands.
3. I like the music part the best.
4. My teacher makes it exciting.
5. I enjoy keeping time to the music.
6. Making things is lots of fun.
7. Hearing the music makes me feel happy.
8. I like getting a chance to "make believe."
9. It's the part of school I like best.
10. I make things I never knew I could make.
11. I like making up songs with the teacher.
12. We get a chance to use our own ideas.
13. I enjoy it a lot. It's fun to do things.
14. I like to take things home that I have made.
15. It makes school more fun.

Parent Responses:

1. My son gets to listen to music that he enjoys.
2. Our children get to make things that they're proud of.
3. She thinks it's fun.
4. He gets a chance to do what he likes.
5. He loves the rhythm of the music.
6. He likes creativity best of all.
7. I guess it's all right. I have no complaints.
8. If it's in the program, it must be important. I'm for anything the program offers.
9. The children can express themselves. I think that's wonderful!

10. My little boy hums the tunes he learns in school. He's really learning.

11. Our daughter loves to cut and paste. She is thrilled with creativity.

12. Both of our children talk about creativity all the time. They think it is wonderful and so do we.

13. I think it is good for them.

14. It helps make my child's day at school much happier.

15. It's a fine program! Keep it up!

Question 2: WHAT DO YOU THINK OF THE CREATIVITY PROGRAM?
(Bentley School)

Children's Responses:

1. I like the teacher with the big thing on her foot. She's a nice lady.

2. Oh we sing there. It's fun.

3. I like to do the things you make.

4. We sing and clap our hands and we draw. It's fun.

5. It's the best here - of everything.

6. Yes, we tell stories there.

7. We do that, but I can make a big airplane.

8. We have fun there, it's singing and pictures and all kinds of things.

9. The lady had all the things I like.

10. We go over in the place where we eat our lunch and do things. I like the songs, too.

11. It's when we have best fun with that lady.

12. You mean like games and singing? - It's good.

13. We do things and play games there.

14. I like it cause it's fun - no work.

15. We make pretty things. The teacher helps you.

Parent Responses:

1. Yes, it's all right.

2. They do things the children like.

3. My little girl brings some of the pictures and things home. She is so proud when she makes anything.

4. It's good for them.

5. The work is hard. Let's face it - anybody likes to break it up.

6. All my children like to draw, so I knew she would love it. She does - it's all she ever talks about at school.

7. Well, if you want to know; I think they can see it all on TV - puppets, singing. Why waste the time.

8. I don't know. Maybe they need it.

9. I just told the teacher, he likes to come every day. Whatever you do is good.

10. It's OK with me. I'm no teacher. I really don't know, but if they're doing it it's OK with me.

11. When I went to school the only thing I liked was drawing. So if this is what you call it now, I'm all for it.

12. I think every child should have some chance to express himself...It can't be all work.

13. As long as the children like it, I'm for it.

14. The pictures she brings home are so nice. I put them up on the wall of my kitchen.

15. She comes home everytime they have a new song and sings it and claps her hands. She teaches it to her little brother, too.

Question 3: WHAT IS YOUR CHILD'S ATTITUDE TOWARD READING?

Parent Responses:

1. He hates to read. I think the teacher was too hard on him in school. But, now in Title I you have young teachers and they know children more. I can see he's happy about the school. If it goes on, I think he'd do better, too.

2. She never gets good marks. If they encouraged her the way you do I know she'd do better. Every day now she comes home and says what the teachers said about her. She wants to try now.

3. On Sunday he's always after my husband to read the funnies. Yesterday he pointed to some words he knew. That's the first time.

4. I always have had trouble in reading. He likes it when I read to him, though.

5. He looks at his father's magazines, The Popular Mechanics, you know. He can't read it, but he seems to know about it.

6. My girl seems to like stories. I don't think she really reads, but she imagines stories and tells what she thinks the pictures are about.

7. She is always over the library. We live right there near the branch library and the lady in the children's room helps her. She likes going.

8. Well, I don't really know. His marks are "so-so," but that doesn't mean much. He seems to enjoy the stories.

9. I can see by the TV commercials that he's trying. He seems to be sounding out the words.

10. We have tried every way to get him into reading, but he never did. I think you have something in the summer school, though. He brings home papers and actually wants to show us that he knows the words.

Question 4: HOW DOES YOUR CHILD LIKE THE WORK IN MODERN MATH?

(Bowditch School)

Parent Responses:

1. He thinks it's fun and enjoys it.
2. She doesn't understand it very well, but now she comes home and is talking about "groups" and "sets" - so she's interested anyway.
3. She hasn't said much about it.
4. He enjoys it very much.
5. He likes working with the abacus.
6. He finds it very hard to understand.
7. She likes it and understands everything she has had so far.
8. He said that he doesn't know if he likes it or not.
9. He finds it to be very easy.
10. She's very excited about it.

Question 5: WHAT IS YOUR CHILD'S ATTITUDE TOWARD THE SUMMER SCHOOL?

Parent Responses:

1. She enjoys everything about school.
2. He doesn't find school interesting, except in the summertime.
3. He enjoys everything but reading.
4. She never talks about school very much, but she smiles when we ask.
5. He doesn't like "taking orders" from his teachers, that's why Title I is good. They do things with him.
6. She loves school and talks about it all the time.
7. She likes to be with her friends but doesn't like doing the work.

8. He finds it very hard to understand most of the work, but you all help him so much.

9. She enjoys reading best of all - is always reading.

10. She only likes arithmetic.

It is obvious from reading the comments of the children and of the parents on selected but salient questions, that both were as impressed with Project Moving Ahead as were the evaluators. The major theme of the collective answers was "I like;" and any child, teacher, parent or evaluator knows that the major ingredient for success in any educational endeavor is to "like what one is doing." No one can doubt the presence of this major ingredient in Project Moving Ahead.

CONCLUDING STATEMENT

In light of previous evaluations conducted for other Title I projects throughout the Commonwealth, and, more particularly, on the basis of the analyses reported in the previous pages, the E.C.E.E.C. evaluation team is pleased to conclude that the planning, organization, administration and implementation of the Salem Public Schools E.S.E.A. Title I Project, Number 70-258-203, was a professionally outstanding endeavor, one which did in fact aid significantly 500 pre-kindergarten, kindergarten and elementary school children in the city of Salem, Massachusetts, who were educationally and economically disadvantaged.

It is a pleasure to recommend to the U.S. Office of Education, the Massachusetts State Department of Education and to the City of Salem, not only that complete support be given to the Salem Title I Project during the 1970-71 year, but also, that Project Moving Ahead be recommended to the U.S. Office of Education as a model E.S.E.A. Title I program.